



GOVERNOR GRAY DAVIS YEAR ONE EDUCATION ACCOMPLISHMENTS

In his first State of the State address in January, 1999, Governor Gray Davis made it clear that education would be his "first, second and third priority." In his speech, the Governor called for an era of higher expectations for everyone – students, teachers and administrators -- involved in education.

Governor Davis proposed a number of significant education reforms, including:

- ✍ Reading improvement programs for students
- ✍ Peer assistance and review for veteran teachers
- ✍ A high school exit examination
- ✍ Accountability measures for schools, including rewards and sanctions
- ✍ Reading development institutes for teachers and principals
- ✍ Funding for classroom libraries
- ✍ Teaching partnerships between community colleges and K-12 schools
- ✍ Incentives to increase the number of teachers
- ✍ Rewards for extraordinary teachers
- ✍ Smaller class sizes in high schools
- ✍ Guaranteed admission to the UC system for students in the top 4% of their high school class
- ✍ Training for more than 6,000 beginning teachers of reading

Under Governor Davis' leadership, all of the above proposals – and others – were enacted last year. Many were adopted during a Special Session on Education of the California State Legislature that the Governor convened immediately following his inauguration. Other measures were included in the state budget, which the Governor signed on June 29, 1999 – the first on-time budget in six years.

An Era of Higher Expectations

Standards, Assessments & Accountability

Building on world-class academic standards recently adopted by the state, the Davis administration has embarked on a long-term program that will for the first time in California tell the public exactly how well every group of students at each school is performing academically. It is a system that ranks and measures improvement of schools from year-to-year, rewarding schools that meet or exceed goals and assisting those that are struggling to make the grade. It is also a system that expects more of everyone -- students, teachers, administrators and parents. Governor Davis firmly believes that by raising standards, measuring improvement and holding the state's education system accountable for results, California schools will better prepare all students to meet the challenges of the next century.

Following are highlights of Governor Davis' first-year initiatives to improve academic achievement and foster accountability in public schools.

Academic Performance Index

A tool for measuring school improvement based on student academic achievement was adopted by the State Board of Education in November of 1999. In January 2000 every school was given a ranking and a target for improvement on the Index. Beginning in September 2000, schools will be eligible for cash awards under the High Achieving/Improving Schools programs for improvement on the API.

Assistance for Under-Performing Schools

This year, 430 schools are participating in the Immediate Intervention/Underperforming Schools Program (II/UUSP), which provides funding to hire outside evaluators and work with school/community teams on plans for improving student achievement. More than 1,000 schools applied to be part of the program. To date, selected schools have received planning grants to begin creating their improvement plans.

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Standards, Assessments & Accountability

Rewards for Improvement

By next summer, all schools that have met or exceeded their goals for improvement on the Academic Performance Index may be eligible for cash awards of up to \$150 per student or special recognition by the state.

Consequences for Continued Poor Performance

If goals for improvement are not met after the first year of implementation of a school's improvement plan, local sanctions may be imposed. If no significant improvement is shown after the second year, the state may impose consequences, including staff transfers, allowing students to transfer to any other public school, closure of the school or reestablishment as a charter school. Only schools participating in the Immediate Intervention/Underperforming Schools Program face the possibility of state sanctions.

Statewide Pupil Testing

A test based on rigorous new California academic standards was given in 1999 for the first time to students in grades 2-11. The test is being refined and additional questions will be given to students this spring. By 2001, the assessment will include a measurement of writing skills.

Help for Struggling Readers

The Governor signed legislation in the special session to help every child become a proficient reader in the elementary grades. Intensive reading academies have been taking place across the state as a result of this funding.

High School Exit Exam

A high school exit exam is under development that will be a requirement for graduation beginning in 2004. It will be given to students for the first time in Fall 2000.

English Language Development Test

A test to assess student acquisition of English language skills is under development and will be available for administration in the 2000-2001 school year.

Standards-based Textbooks

Governor Davis supported additional funding in the 1999-2000 budget year for purchase of standards-based textbooks in three core subject areas, as well as funding for classroom libraries in grades K-4.

An Era of Higher Expectations

Standards, Assessments & Accountability

Engaging the Public in Reading

The Governor initiated a “Call to Action” reading campaign, an effort to involve all Californians in improving the reading skills of our state’s children. READ California was launched on October 7, 1999 with the help of thousands of children across California. Advertisements, a bus tour and a Kids’ Advisory Council are all part of the campaign, which aims to demonstrate that everyone is responsible for making sure that kids read.

Rewards for Reading

The Governor’s Reading Award Program was launched in October of 1999 by California First Lady Sharon Davis, and the competition is in full swing at schools around the state. Rewards of \$5,000 at 400 schools in California will be distributed to schools whose students read the most number of pages. Schools set their own reading goals and no minimum level of student participation is required; however, schools are encouraged to engage all students in the program in order to be competitive. Students can read any book that is approved by both their parent and teacher. (See profile)

Developing Public/Private Partnerships

Governor Davis created the Classroom Library Book Fund, which challenges California businesses to provide reading books for classroom libraries. Donations to the book fund will be tax-deductible.

H igher Education Highlights

Quality & Accessibility for All

Community Service

- ✍ Governor Davis issued a “call to service” for all college students to give back to their communities through volunteering. In spring of 2000, it is expected that each university and college system will have a plan to implement this call to action.

University of California – 4% Admissions Plan

- ✍ The adoption of Governor Davis’ proposal will guarantee admission to the top four percent of every high school graduating class in the state, providing a new path to admissions for nearly 3,500 additional students who would not otherwise be admitted. The four-percent admissions plan will go into effect in fall 2001.

Reading and Teacher Development Partnerships

- ✍ To encourage greater links between K-12 schools and higher education institutions, \$10 million was provided to community colleges, neighboring higher education institutions and K-12 schools. The funding will encourage more community college students to pursue teaching careers, while providing intensive reading support to K-12 students.

Community College Partnerships

- ✍ Governor Davis required greater accountability from higher educational institutions by augmenting the Partnership for Excellence Program by \$45 million, providing a total of \$145 million in 1999-2000. In exchange for ensuring that student needs are met – higher levels of degree completion, increased levels of transfers to universities, and “transfer readiness” – community colleges receive greater budgeting flexibility.

California State University – Teacher Recruitment Efforts

- ✍ The CalState TEACH program allows teachers currently holding emergency credentials to earn a multiple subject elementary credential while continuing to work in the classroom. Using a variety of media, including the Internet, video, audio and print materials, CalStateTEACH enables these teachers to become fully accredited in eighteen months.
- ✍ To help meet the demand for future teachers, Governor Davis provided \$2 million in additional funding to CSU CalTEACH centers which offer one-stop information and referral services to prospective teachers.

Advanced Placement Courses

- ✍ To increase access to top quality honors and Advanced Placement courses for many schools throughout California, \$4 million was provided in the 1999-2000 budget to the University of California for development of high-quality, on-line courses. These courses will be accessible through the Internet in at least five high-demand subject areas by the fall of 2001.

University of California Merced Campus

- ✍ Governor Davis plans to open America’s first new university of the new millennium a year earlier than its targeted date of 2005. He has appointed a “red team” of cabinet officials charged to ensure its opening in 2004, with an initial \$9.9 million per year to support planning and development activities.

Teacher Recruitment and Retention

*P*roviding Support $\frac{1}{4}$ *R*ewarding Excellence

Teacher Peer Assistance and Review Program (PAR)

- ✎ Governor Davis allocated \$41 million as an incentive for districts to implement teacher peer assistance and review programs for veteran teachers by July 1, 2000. In October of 1999, a number of education associations came together to announce their commitment to the successful and meaningful implementation of the PAR program and pledged their assistance to districts working on the development of such programs. This unprecedented event included representatives from the California School Boards Association, the California Teachers Association, the Association of California School Administrators and the California Federation of Teachers. According to the New Teacher Center, which facilitated the agreement, PAR requires teachers, administrators, districts and unions to work together in new ways. Through this joint effort, these state organizations are strongly encouraging local districts and unions to stretch in order to make PAR work for students and teachers. This makes California the first state to implement a statewide program of peer assistance and review for veteran teachers.

Reading Professional Development Institutes

- ✎ Governor Davis signed legislation creating summer Professional Development Institutes to train beginning teachers to teach reading. Last summer, 220 school districts and 6,000 teachers participated. Most of these instructors came from low-performing schools. Over the course of this school year, participants in the Institutes will receive an additional 80 hours of follow-up instruction, completed on weekends or after school.

Recruiting and Retaining the Best Instructors and Administrators

- ✎ Governor Davis established the Governor's Teachers Scholars and the Governor's Principal Leadership Institute as a way to recruit and retain the most talented individuals in our schools. The Teachers Scholars Program is moving forward, with UC planning to start this summer with more than 100 students in the first class. UC will provide full scholarships to cover campus and UC fees. Scholarships will be provided to those teachers who agree to a 4-year commitment to urban and hard-to-staff schools.
- ✎ Based at UC Berkeley and UCLA, the Governor's Principal Leadership Institutes –an administrative credential and masters degree program for working professionals – will transform the best and brightest teachers and administrators into effective principals. Students must meet campus admission criteria and commit to working in urban or hard-to-staff schools for four years. Once enrolled in the 15-month program, students will be taught by faculty from a cross-section of UC's professional schools, including law, business, public policy and education. Participants' fees will be paid, and the institutes will enroll the first group of 400 students in July 2000.

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Beginning Teacher Support and Assessment (BTSA)

- ✎ Governor Davis provided \$72 million in full funding for this successful program that pairs new teachers with more experienced teachers. BTSA efforts have increased the teacher retention rate from 50% to 80%.

Beginning Teacher Salaries

- ✎ The 1999-2000 budget includes \$50 million in incentives to districts to raise beginning teacher salaries to \$32,000. This will help attract teachers to difficult-to-staff areas.

Performance Incentives

- ✎ In an effort to attract high quality teachers to schools that are difficult to staff, Governor Davis provided \$50 million in bonuses of up to \$25,000 to teachers in low-performing schools whose students demonstrate significant improvement on statewide tests.

Paraprofessionals

- ✎ Governor Davis provided \$11.4 million to the California Commission on Teacher Credentialing – a \$10 million increase – to recruit and provide grants of \$3,000 to train teacher aides to become fully credentialed teachers.

Bonuses for High-Achieving Teachers

- ✎ Governor Davis included money in the state budget for \$10,000 bonuses to teachers who obtain National Board of Professional Teaching Standards certification. Certification from the National Board is awarded only to those teachers who undergo a vigorous evaluation process that can take several months and hundreds of hours of work.

Credential Fee Waiver

- ✎ In the state budget, Governor Davis included \$1.5 million to waive the \$60 credential fee for all new teachers.

Partnership Academies

- ✎ To help prepare high school students for *both* further education and future careers, Governor Davis provided \$1.2 million to fund 20 additional planning grants and 20 first year school-business partnership academies. Priority for funding will go to partnership academies that promote teaching careers.

Assumption Program of Loans for Education (APLE)

- ✎ Governor Davis supported efforts to increase the availability of fully qualified teachers in rural areas. The APLE program forgives school loans for persons who obtain teaching credentials and who agree to teach in difficult-to-staff areas.

Campus Improvements

School Safety and Prevention Funding

- ✎ Governor Davis included \$100 million in the state budget for school districts to implement safety measures appropriate for schools in their area. These measures could range from school counselors and campus supervisors to communications equipment and other hardware.

School Safety

✎ Ensuring Immediate Communication in Emergency Situations – Cellular phones

In the wake of the Columbine tragedy, Governor Davis initiated a program to give public high schools free emergency cellular phones that school officials could use in the event of an emergency. AirTouch Cellular, and subsequently, Pacific Bell, each donated 10,000 cellular phones to high schools within the combined 45 counties of their service areas. In addition to phone donations, the cellular phone companies compiled databases of every high school in California, along with the law enforcement agency that services each district. In collaboration with AirTouch Cellular, the Office of Criminal Justice Planning and County Offices of Education provided training sessions to demonstrate the use of the phones and offered suggestions as to where they could be used on campus. A total of 1,750 public high schools that serve about 1.6 million students have cellular phones because of this program.

Reducing Class Size

- ✎ During the first year of his administration, the Governor has taken significant steps to reduce class sizes in schools across California. In the state budget, \$161 million was included to reduce class sizes in ninth grade. Districts will receive funding to reduce class sizes in up to two subject areas, which must include English and may include math, science or social science. In addition, Governor Davis requested and was granted a waiver by the federal Department of Education to allow \$129 million in federal funding for class size reduction to be used in grades other than K-3. This was because California has already devoted substantial resources to reducing class sizes in these early grades.

Improving School Facilities

- ✎ The state budget included \$144 million for deferred maintenance of school facilities.

Learning Supports

Extended Learning Opportunities

- ✎ In the current fiscal year, 39,000 new slots will be available to students in programs funded by the state's After School Learning and Safe Neighborhoods Partnership. Priority will be given to schools with high concentrations of low-income students

Expanding Early Learning

- ✎ As part of an effort to fund 100,000 enrollments in state preschools by 2000-01, Governor Davis included \$23 million in the state budget for the first increment of this expansion.